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ABSTRACT

This publication contains a series of articles intended to stimulate interest in teaching about Southeast Asia in secondary schools. The opening article, "What Are We Teaching About Southeast Asia in U.S. Secondary Schools?" includes a bibliographic essay citing sources of information on materials for teaching about Southeast Asia. Additional materials are discussed in another article "What's New on Southeast Asia?" The author points out that the strongest part of the best curriculum material on Southeast Asia deals with economic development. Another article describes a strategy that teachers can use to develop student cognitive empathy for the way of life in Southeast Asia. A model for culture studies is presented in one article. In the article "Teaching About Southeast Asia to Freshmen in High School" a teacher examines three problems and discusses how she overcame them. The three problems are: developing sufficient background in subject matter; developing a framework within which to present the subject matter; and developing effective teaching methods. One contributing author describes a program in comparative international education conducted at Loyola University of Chicago for six years. A graduate student at Carnegie-Mellon University presents "A Grad Student's Perspective" on Asian studies. Another author discusses a delightful and informative way to begin the study of Southeast Asia: through the study of its folktales. Two project proposals are presented. The first, "Humanistic Study of Southeast Asia" aims to make generally available Southeast Asian philosophy, history, religion, ethics, art, and belles lettres through the translation of writings by Southeast Asians. The second proposes to collect and distribute fugitive materials on Southeast Asia for use in secondary schools and teacher training institutes. The concluding article outlines the "Summer 1974 Institute on Asia for Secondary School Teachers." (Author/RM)

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Service Center Papers on Asian Studies

No. 11

TEACHING ABOUT SOUTHEAST ASIA IN U. S. SECONDARY SCHOOLS

Edited by
Paul Pedersen

Published by the Service Center for Teachers of Asian Studies, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210. Franklin R. Buchanan, Director

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This Service Center Paper is an authorized reprint of a "Special Edition" of The SEARC Newsletter (Southeast Asia Regional Council of the Association for Asian Studies), December, 1974. For the Statement of Purpose of this edition, see page 38 of this reprint.

Paul Pedersen, who recognized the need for this collection of curriculum resources and fulfilled it, is now with the International Student Adviser's Office, University of Minnesota, 717 East River Road, Minneapolis, Minnesota 55455.

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SOUTHEAST ASIA REGIONAL COUNCIL

THE SEARC NEWSLETTER

"Special Edition"
December 1974

Editor:
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Culture Learning Institute
East-West Center

Topic:

TEACHING ABOUT SOUTHEAST ASIA IN U.S. SECONDARY SCHOOLS

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SEARC Newsletter Special Edition 39

"What Are We Teaching About Southeast Asia in U.S. Secondary Schools?"
Paul Pedersen, Chairman, SEARC Education and Professional Development Committee

One problem of an interdisciplinary group, such as Southeast Asianists, is coordinating our varied resources on shared goals. The variety of our membership is both our strength and our weakness. The special focus of this edition is on U.S. secondary education about Southeast Asia, describing some of the approaches being developed, identifying some of the persons who are teaching or developing materials, searching for others with similar interests and shared problems, and stimulating the SEARC membership to be more active in applying their expertise to the problems of U.S. secondary education.

The SEARC Education and Professional Development Committee spent several years studying the problems and issues concerning the quality and quantity of education about Southeast Asia. Jay Maryanov, the previous Chairman of this committee, prepared a really excellent position paper available through the SEARC office that presents hard data on what is being done and makes suggestions on what could be done in the future. Dorothy Guyot and myself are trying to develop some of the valuable suggestions that have been made in a series of proposals for what might be done by members of SEARC who share a concern about secondary education. This Special Edition of the Newsletter is a first attempt on our part to bring these issues to you.

What evidence do we have that material about Southeast Asia is really needed by secondary school teachers and will be used? The National Committee on U.S./China Relations (777 United Nations Plaza, 9-B, New York, NY 10017) published a directory of Asian Studies in Secondary Education identifying several hundred schools teaching about Southeast Asia. Some of the sources cited in this Newsletter further demonstrate that the few materials now available are being used. One reason why Southeast Asia has not been more prominent in secondary education is the lack of available materials. If material about Southeast Asia is "needed" in Higher Education then it should be fair to generalize that it is also "needed" in Secondary Education.

Why focus on Southeast Asia when so little is being taught about Asia as a whole? I am a member of the Education Committee of AAS and completely agree with the importance of teaching about Asia as a whole. SEARC members contribute the greatest expertise and resource in that part of Asia called Southeast Asia. Hopefully other regional councils will also demonstrate their shared concern and some coordinated effort might result. I feel that Southeast Asia offers unique opportunities to look at, for example, socio-cultural pluralism in relation to problems of government, social geography, sociology, psychology and the other disciplines.

How can any but the very largest secondary schools afford the luxury of an "area studies" program on Southeast Asia? The "area studies" approach has become increasingly less popular, and for some very good reasons. I would prefer an approach, such as described by some of the articles in this Newsletter, that provides units suitable as illustrative material in more traditional courses. Asia in general and Southeast Asia in particular offers a wealth of resources for looking at different forms of the family, social organization, political decision making, economic development, and cultural values.

In addition to the other articles in this Newsletter there are numerous individuals who have been active in promoting Southeast Asia through secondary education. I have been able to locate some of them and am hopeful that this special edition will help me locate many others. I will list those whose work I know and apologize to others whose names are omitted.

Frank Klassen, from the American Association of Colleges for Teacher Education (One Dupont Circle, Washington, D.C. 20036) is preparing the proceedings of the 1974 ICET World Assembly held in Singapore. In preparation for that conference ICET surveyed the inservice education programs of several Southeast Asian countries and invited speakers from Thailand, Malaysia, Indonesia, the Philippines, Hong Kong and Japan to present papers. The proceedings should be out by fall, 1974.

Paul Bixler published a 104-page annotated bibliography on Southeast Asia Bibliographic Directions in a Complex Area through CHOICE, 100 Riverview Center, Middletown,Connecticut 06457 ($4.75). The essay is directed toward the general reader, covers all of Southeast Asia and topics in government, economics, education, the arts, communication, history, literature and anthropology covering an interdisciplinary area the author calls "human and bibliographical ecology." I've used an earlier version of this essay in my course and heartily recommend it.

John Boch (School of Education, Stanford University, Stanford, California 94305) describes the Stanford International Development Education Committee program as committed to improving the quality of education about Southeast Asia through the Volunteers in Asia program, a work-study experience for Stanford undergraduates which sends students to Southeast Asia for periods ranging from six months to two years. SIDEC has also sponsored one-day conferences in the Bay area on Southeast Asian Education directed by Mr. Michael Paige. Many of the participating students intend to enter the teaching profession in secondary education. There are a number of other programs in the Bay area that could be contacted through John Boch.

Betty Bullard (Consultant, International Education, Department of Public Instruction, State of North Carolina, Raleigh, North Carolina) represents another area of the country where non-western studies have been built into teacher training, and secondary education. She writes: "The study of Southeast Asia is a standard part of our seventh grade social studies curriculum and a strong elective in our two-year senior high school world studies elective system. In addition to the State-adopted texts (Thomas, Petrovich and Curtin, Ethel Ewing, The McCormic-Mathers Series, Welty's book) the courses are supplemented by media materials such as the American University Field Staff unit on Southeast Asia and selected films. With the financial assistance of private and public foundations as well as Federal and State funds, universities in the State are cooperating to offer intensive curriculum building workshops for teachers to develop people-idea-concept oriented teaching modules. Where possible, travel/study components are implemented. To date, projects concentrating on Africa, South Asia and East Asia have been developed and the materials are in the in-service, test and revision stages. As these projects reach completion, plans will be laid for more in-depth work on Southeast Asia."

Materials are available from Southeast Asia through the Southeast Asian Ministers of Education Secretariat (Darakarn Building, 920 Sukhumwit Road, Bangkok 11, Thailand) who published a magazine called the SEAMEO Digest and have published numerous other materials relevant to describing the region. Mr. Sippanondha Ketudat is the Deputy Director of that organization. Similarly, Mr. Tameo Honge, Acting Director for the Cultural and Social Center, Asian and Pacific Region (C.P.O. Box 3129, Seoul, Korea) has published proceedings from several conferences on topics of education in the region which are valuable in illustrating what educators from the region emphasize in teaching others from the same region about their various cultures.

The Mid-Atlantic Region of the Association of Asian Studies (309 East 85th Street, New York, NY 10028) is in the process of assembling a list of resources throughout the region relevant to education about Asia. They sponsored a conference on "The Relationship of Asian Studies to the Collegiate and Pre-Collegiate Curriculum" in 1973 which was well received.

John Michaelis, Director of the Asian Studies Curriculum Project, (Tolman Hall, University of California, Berkeley, California) produced a list of materials and publications in mimeograph form in 1967 which has been recommended as a valuable resource. The Overseas Development Council (1717 Massachusetts Avenue, N.W., Washington, D.C. 20036) has published other materials the most recent being Focusing on Global Poverty and Development as an interdisciplinary resource book for educators.

Southeast Asian countries are prominent in the book's focus and the book has been well received. William Whittington from the School of Geography University of Kentucky has published numerous books for secondary schools on topics of geography in Southeast Asia. Seymour Fersh (College of Education, Fairleigh Dickinson University, Rutherford, New Jersey 07070) has written extensively about Asia for teachers. His most recent book Learning About Peoples and Cultures (McDougal Littell and Company) is a particularly good survey relevant to teaching about Southeast Asia in secondary schools. Cole Brembeck (College of Education, Michigan State University, East Lansing, Michigan) has been actively looking at non-formal education in Southeast Asia and has some papers useful as resources for teachers.

Peter Hackett (Foundations of Education, University of Virginia, Charlottesville, Virginia 22903) has been experimenting with proposals for the use of television in classroom instruction about Asian studies. Lou Setti (I.G.C.C., P. O. Box 550, Kuala Lumpur, Malaysia) has developed some excellent multi-media units teaching about Southeast Asia which were shown at the 1978 AAS Conference. The Resource Center for Teachers of Asian Studies American Society for Eastern Arts (425 Bush Street, San Francisco, California 94108) sells a number of useful audio-visual materials that would be helpful in a classroom.

Other organizations or individuals that are actively turning out written materials suitable for secondary school curriculum were invited to submit articles in this special issue. Murray Thomas (Department of Education, University of California, Santa Barbara, California) has an excellent annotated bibliography on materials about education in Indonesia, including extensive references to secondary education there. The World Affairs Council of Northern California (406 Sutter Street, San Francisco, California 94108) is rumored to be doing a number of projects that relate Asian Studies to secondary education with a special focus on Southeast Asia. The Connecticut Cluster Project on Non-Western Cultures (Greenwich Public Schools, Social Studies, P. O. Box 292, Greenwich, Connecticut 06830) is also actively producing materials. The Pacific and Asian Affairs Council (2004 University Avenue, Honolulu, Hawaii 96822) has been revived by Norm Geschwind and is actively programming for secondary schools in the region. Gandasari Win (P. O. Box 1891 Costa Mesa, California 92626) edits the Ikatan Masyarakat Indonesia Bulletin to members which contains many valuable stories and insights. Ward Moorehouse (Center for International Programs and Comparative Studies, State Education Department, 99 Washington Avenue, Albany, New York 12210) is well known for publications describing the teaching of intercultural skills generally and teaching about

Asian cultures in particular. Tom Collins (218 East 18th Street, New York, NY 10003) through the Center for War and Peace Studies has a number of publications relating to teaching about Asia generally that would be extremely useful. Franklin Buchanan (College of Education, Ohio State University, 29 W. Woodruff Avenue, Columbus, Ohio 43210) is editor of the regular publication FOCUS which is the single most valuable resource for secondary school teachers interested in teaching about Asia. The Human Relations Area Files (P. O. Box 2054, Yale Station, New Haven, Connecticut 06520) provide a wealth of materials on each culture which might be useful for the teacher that already has a background in the region. Michael Fonte from the Project on Asian Studies in Education (300 Lane Hall, The University of Michigan, Ann Arbor, Michigan 48104) has developed programs, projects and classes for teachers that show creative imagination in teaching about Asia.

Finally there are persons who have an interest in this topic and could be valuable as resource persons generally. Robert Tilman (Dean, School of Liberal Arts, North Carolina State University, Raleigh, North Carolina 27609); John Smail (Department of History, University of Wisconsin, Madison, Wsiconsin, 53706); Benedict Anderson (Cornell Modern Indonesian Project, 102 W. Avenue, Ithaca, New York 14850); Melvin Samuels (Intercultural Understanding Project, 1100 Ross Street, Third Floor, Pittsburgh, Pennsylvania 15219); Sarah Benet (Teachers' Information Center World Affairs Council of Boston, 70 Hereford Street, Boston, Massachusetts 02115); Asian Studies Curriculum Project (Center for Social Education, Rutgers The State University, 10 Seminary Place, New Bruswick, New Jersey 08903); Molly Coye (Committee of Concerned Asian Scholars Building, 600-T Stanford University, Stanford, California 94305); International Council for Educational Development (522 Fifth Avenue, New York, NY 10036); David Titus (Weslyan University, Middletown, Connecticut 06457); Gaylord Obern (Graduate School of Public and International Affairs University of Pittsburgh, Pittsburgh, Pennsylvania 15213); Monni Adams (Department of Humanities, Massachusetts Institute of Technology, Cambridge, Massachusetts 02139); Nancy Trezevant (Curriculum and Instruction, School of Education, University of California, Berkeley, California 94720); Merry White (46 Eustis Street, Cambridge, Massachusett 02140); Center for Teaching International Relations (University of Denver, Denver, Colorado 80210).

There are four different strategy for developing materials to teach about Southeast Asia in secondary schools in which you might participate. The first strategy would be to contact groups or persons already active in teaching or developing materials, such as those cited in this newsletter. A second strategy would be to develop materials about Southeast Asia yourself for

secondary schools. The SEARC membership provides a rich resource of expertise and skills to develop such materials. A third strategy would be to contact populations with special interest in Southeast Asia as a region, such as returned Peace Corps Volunteers, Viet Nam Vets, foreign students from Southeast Asia studying in the U.S. and local persons who have been there. This group could be mobilized both as a resource and as a target audience for educational programs. A fourth strategy would involve direct action programs related to legislation about having more non-western studies in the curriculum requirements for teacher certification, lobbying for legislation favoring Southeast Asian language studies, soliciting support of teachers unions and publishing materials that would stimulate educational activities.

Several basic assumptions have emerged from my contact with persons active in secondary education about Asia. (1) Our emphasis should be on intercultural education drawing materials from Southeast Asian countries, but not limiting our focus to one particular country or to the region itself. Southeast Asia proves a unique combination of resources and problems which would be widely appropriate to other plural societies. (2) Any project will need a small group of dedicated individuals willing to develop their ideas into two or three page prospectus designs which might be used to stimulate outside interest and funding. (3) Many other Asia-based organizations are working along parallel lines. We need some sort of coordination to prevent excessive duplication of our efforts, both within the AAS and with colleagues from related professional organizations. (4) The need for increased attention to intercultural education is widely recognized and accepted. It might be appropriate to the purpose of SEARC to pursue the task of organizing a project that is directed to that need making use of interested members of SEARC. If you would be interested in participating toward such an effort, please contact myself, Paul Pedersen, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822; Dorothy Guyot, 124 Maple Street, Leonia, New Jersey or Myrna Adkins, SEARC Coordinator, Lane Hall, University of Michigan, Ann Arbor, Michigan 48104.

* * * * *

When you are through with this Newsletter, please pass it on to a colleague in secondary education. Encourage persons interested in pre-collegiate education to join the Association of Asian Studies.

* * * * *

What's New On Southeast Asia?
Dorothy Guyot
John Jay College of Criminal Justice

American Universities Field Staff, Perspectives on Southeast Asia (3 Lebanon Street, Hanover, N.H., 03755; $50 for a classroom set that survives multiple use, 1974)

Asian Survey (Berkeley: University of California, $12 per year, $1.25 per single issue)

American Education Publications, Southeast Asia (Columbus, Ohio: Xerox Education Center, 50¢, 1966, 48 p.)

Tilman Durdin, Southeast Asia (New York: Atheneum, 1965, reprinted 1972, $2.25)

Peggy Shaker and Holmes Brown, Indochina Is People (Philadelphia: United Church Press, A Shalom resource, 1973)

M. Ladd Thomas, Southeast Asia (Toronto: The Macmillan Co., Culture Regions of the World, 1970)

The Story of Thailand (Cincinnati: McCormick-Mathers)

Alfredo Roces, The Story of the Philippines (Cincinnati: McCormick-Mathers, 1968)

Elizabeth and G.D. Baker, The Story of Indonesia (Cincinnati, McCormick-Mathers, 1965)

Southeast Asia (Scholastic Press)

Edward Graff, Southeast Asia (New York: Cambridge Book Co., a New York Times company, 1967)

Australian Film Unit, Asian Neighbors Series: Six films on Thailand "Harvest at Nong Lub," "Children of Bangkok," "Floating Rice," "Ka Rorn--Southern Village," "Chiang Mai--Northern Capital," and "The Temple of Twenty Pagodas." $6 rental. Australian Consultate, 636 Fifth Avenue, New York, NY 10020. (212) CI5-4000.

"Wet Earth, Warm People" Canadian Consultate General, 1251 Avenue of the Americas, New York, NY 10020. 55 mins. $10.

"Wayang Kulit" American Society for Eastern Arts, 2640 College Avenue, Berkeley, California 94704. 30 mins. $10.

Last summer sixty social studies teachers throughout New York State discussed with me their curriculum needs while I taught them about Southeast Asia. The vehicle was a SUNY-CUNY Institute on Asia held on five campuses, my own, John Jay College of Criminal Justice, and at Albany, Cortland, Brockport, and Fredonia. The judgments presented here stem from that engagement.

Southeast Asia is important for more than the location of the Vietnam War. With a population equivalent to sub-Saharan Africa or South America, the ten countries of the region present a variety of experiments in economic development, diverse modes of political independence, and a glittering array of cultural variation. These themes--economic, political, and cultural form the framework for discussing the materials.

The countries of Southeast Asia possess two economic characteristics which distinguish them from the giants of Asia, China, India, and Japan. They are not overpopulated, having arable land that is uncultivated and generally raising enough food to support their populations. The countries also have small domestic markets, a result of their small population and low per capita output. The small domestic markets cannot absorb the products of a petro-chemical industry, for example, or from an iron and steel complex. As colonies they had developed prosperous export industries--rice, rubber, tin, and teak. The most attractive new exports are oil, edible and combustible. Countries that have expanded their exports have financed selective industrialization for import substitution.

The strongest part of the best curriculum material on Southeast Asia deals with economic development. The AUFS Perspectives on Southeast Asia is a multi-media, six week curriculum organized around four themes, entrepreneurship, development, diversity, and efforts to achieve unity. The approach provides readings, pictures, board games, a tape cassette, and moral dilemmas with the aim of wrapping the culture around the student. The materials challenge the student to active inquiry. The cases and problems take up important facets and are highly accurate in their richness of detail, due to the judgment of area specialists from the American Universities Field

Staff in collecting the original data. An innovative educator, Jim Oswald, designed a curriculum where each teacher can add, subtract, or re-arrange materials to meet the needs. The eight page suggestions for teachers includes both a sample sequence of materials and an inventory which pegs the reading level of each item. The cases of individual entrepreneurs show them making market judgments. Students learn of international competition for resources, the strategic importance of the Straits of Malacca, the issues of corruption. The direct contrast between Singapore and Bali illustrates many dimensions of the gap between urban development and rural underdevelopment. Here the AUFS should have explained the reasons why some states promote export expanding economics and some preside over stagment inward-looking ones. Deliberate political choice opened Singapore to the world economy and closed Indonesia, including Bali, throughout the Sukarno years.

Politics is the high school student's previous acquaintance with Southeast Asia. He knows that his country fought and did not in Vietnam, blaming either American politics for not unleashing the U.S. military or Vietnamese politics for the Vietnamese government not fighting its own battles. Given this American involvement and the past intense emotions, one might hope for a reasoned political assessment of Vietnam in the context of Southeast Asia as a whole. However, politics is noticeably absent from the texts. In their eagerness to avoid current controversy, the authors have also neglected political analysis and understanding. The AUFS Perspectives indicts the corruption of Sukarno's Indonesia without explaining why it exists and celebrates the most efficient and incorrupt state, Singapore, without explaining why it should be so. Even here the AUFS gives better political treatment than the texts which serve up pious platitudes. None of the materials bring to bear any of the insights of the last two decades of scholarship on political development. No one would blame the authors for avoiding the esoteric jargon--institutionalization, subsystem autonomy, role differentiation, and the like. However, there are descriptions of political underdevelopment which need to be introduced at the high school level. Two powerful concepts, Gunnar Myrdal's "soft state" and Hugh Tinker's "broken-backed state" never appear in the texts, nor does discussion of government incapacity to extract or distribute resources. Nationalism, that rich concept which has been with us for two centuries, gets only slight treatment.

The teacher's best resource on politics is Asian Survey, a monthly journal that has both high scholarly accuracy and readable style. The January and February issues carry country by country reviews of events

of the previous year. In 1974, for instance, there were two outstanding articles summarizing changes in regime, the imposition of the Marcos dictatorship in the Philippines and the student instigated overthrow of the military regime in Thailand.

A brief set of cases and dilemmas published in 1966 is the student's best introduction to politics. The AEP booklet is certainly the most opinionated and hence highly interesting. The most annoying bias contrasts the "industrious Chinese" to the "lazy, envious natives." The booklet should be used only by teachers with good area knowledge, for they will recognize the biases and the out-of-date comments, such as that critics fear that Lee Kuan Yew, Singapore's pro-Western prime minister, is communist inspired. The case studies, called "decisive moments," have some inaccuracies, but basically they are so well selected that these issues are with us today. Should a general stage a coup against an ineffective democracy? Should a village development officer deal in accepted myths or realities? What should a businessman do when he loses out to nepotism?

Tilman Durdin's book is surprisingly superficial on politics. Since its publication in 1966 events have outrun his praise of the free democratic systems in the Philippines and Malaysia. His clearest assessments are of the region-wide communist uprisings of 1948 and the problem of immigrant minorities. The second half of the book deals with the Vietnam war, tracing the rise of communist power from the 1930's. The simplifications all support the American official positions. The publication of the Pentagon Papers has thoroughly undermined many an argument, but the book has reached its eighth reprinting in 1972 without correction.

Indochina Is People provides a much sounder understanding of the war in Vietnam. Each of the five units has a well conceived lesson plan and intelligent discussion questions. As a product of the reasoned church and academic movement against the war, the book forcefully presents the strength of Vietnamese nationalism against which America intervened. The simplifications make Ho Chi Minh's victory look too inevitable and too innocent, but the thrust is sound. The book is especially for a generation tired of the war because it presents sympathetic and penetrating views of the people, folk tales, well-chosen photos, and poems. It is the only book under review that reports the recent anthropological findings that modern man has lived in Southeast Asia for 40,000 years and has cultivated vegetables for more than 10,000 years, thus out-dating both the Near East and China. Indochina Is People contains a good summary of Vietnamese

cultural borrowing from China, a sympathetic description of religious syncretism, and many a charming example of village wisdom. Since Indochina is where the Chinese sphere of cultural influence meets the Indian sphere of cultural influence, this book's ability to weave together the cultural threads from Vietnam, Laos, and Cambodia ties together that basic division of Southeast Asia.

Here we have arrived at culture--the facet of Southeast Asia which I and the teachers I worked with judge as the most important to the American high school student. High school students are at an age when they are keenly interested in themselves and their peers. Learning about cultures built on different premises than our own draws students out from their ethnocentrism. A cultural understanding looks at other people for what they are. The first approach in looking at economic development dismisses what Southeast Asia has been, and is, because development makes modern, and to the simplistic mind modernity looks like the West. The second approach, the political, presents a dismal record of suppression of liberties, government ineffectiveness, and foreign intervention. Yet despite the economic and political travails, a vibrant social life flourishes throughout Southeast Asia, promoted by the strength of family, village and religion. Every author under review is captivated by the easy grace of Southeast Asian cultures. However, most authors are burdened by a false sense of bewildering diversity. The student learns of the four world religions, the five colonial powers, the hundreds of languages, the thousands of islands. The student never learns that Southeast Asia possesses a cultural unity. This unity is undergirded by a common kinship system, finds expression in syncretic religious beliefs, and even includes the bio-cultural phenomenon of not drinking milk.

An accurate overview of cultures and history is Ladd Thomas's book in the Macmillan series. Written by an area specialist, this survey weaves together some of the unities, but its detachment and abstraction make the cultures pale. Photographs of action and clear charts enhance the book. Each chapter begins with a quotation, and a particularly apt one explains how an American Congressman became the 600,000,001st Buddhist.

For reaching the seventh grade reading level we turn to the McCormick-Mathers series, perhaps best known for Sy Fersh's initial book, The Story of India. His level of interesting text and photos, clear diagrams, and thoughtful questions is maintained in The Story of Thailand. It conveys, for instance, a sense of how Buddhism and spirit worship intertwine to

influence daily life, presenting a diagram of the lunar calendar, the plan of a wat, a year of holidays, and pictures of monks receiving offerings. There are a few mistakes, the most gaucho is a caption labeling Hanoman, the white monkey who saved Sita, a fierce monster. The companion stories of the Philippines and Indonesia are less interesting, the one told with the awkward artifice of narration by a thirteen year old boy and the other made dull by abstractions.

The Scholastic text, as part of their World Culture Program, contains four photographic essays and many superb pictures of people at work and at festivals. If one could only have the pictures without the words. The descriptions of young people from each country contain a wealth of information, 99 percent correct, but the book suffers in extreme the flaw of bewildering diversity. A mention of the 100 tongues of Indonesia omits the unity through the national language. A discussion of the rain patterns fails to explain that the monsoon occurs north of the equator. This deliberate discovery of diversity and the ignorance of the patterning in diversity plagues the Scholastic book. Nevertheless, it is superior to the similiar Cambridge book. That book may be dismissed out of hand for the folly of believing in "the Asian mind," for dealing with health problems by quoting a journalist's wife's supposition that villagers are immune to typhoid, cholera, and dysentery, for confusing cultural influence with mass migration, and for asking trivial test questions.

Some first rate films compensate for the inadequacy of the texts. Harvest at Nong Lub, (Thailand) shows the strength of family and village ties as people gather to harvest using traditional techniques. Out of six outstanding films by the Australian film unit, this film allows us to see for ourselves. The narrator never obtrudes. The camera tells us a great deal as it focuses on a transistor radio lying next to the paddy that is being reaped with a hand knife. This film alone demolishes the stereotypes of unhappy, hungry, lazy, dirty Asians. Another favorite from this series is Children of Bangkok, a skillful blend of a day in Bangkok from three slices of life at three levels of affluence. Wet Earth, Warm People pays similiar compliment to Indonesia. We follow a Canadian camera team as they discover the military rulers of Djakarta, the pedicab drivers, a theatrical troupe, and the village world. There is a magical film that captures the drama of the wayang kulit. We hear the gamelon orchestra, see the shadows, the puppets, the puppet master, and the engrossed audience. Clearly we have entered the world of Southeast Asia.

* * * * *

A Teaching Device for Developing Empathy With Southeast Asians

James Hantula
University of Northern Iowa
Cedar Falls, Iowa

Faced with the task of teaching about Southeast Asia, many elementary and secondary teachers throw up their hands and bemoan the fate of this impossible mission. Nevertheless, some attempt to carry out this mission by developing an understanding of the entire Southeast Asian experience within the severe limitations of the social studies curriculum. Although such attempts are noteworthy for their "good intentions," they suffer from a confusion of ends, and, consequently, lead to a superficial understanding of Southeast Asia.

Other teachers render their mission possible by selecting several nations of Southeast Asia for study. For many, the nations of Vietnam(s), Thailand, and Indonesia are considered to be of primary importance in the far greater world of Southeast Asia. As a result, teaching about Southeast Asia is limited to these nations. No doubt, such teaching is more effective than the teaching provided by members of the mission impossible team. Yet, it neglects other Southeast Asian nations, relegates culture as the focus of inquiry, and may ignore student interests during instruction.

Similar to their counterparts, moreover, these teachers tend not to provide opportunities for students to incorporate new understandings of Southeast Asia into their phenomenal fields. Like the teaching provided by members of the mission impossible team, it frequently leaps from simplistic studies to complex studies of Southeast Asian cultures. As students cannot learn more than their own experiences permit, both approaches tend to result in rote learning, closure, and ethnocentric reinforcement--the very opposite of the objectives usually stated by teachers of Southeast Asian studies.

Of course, there is no panacea for these maladies of Southeast Asian studies. Experienced teachers know that students' cognitive abilities develop sequentially and that the teacher's task is to help students fit new understandings into their cognitive structures. Perhaps impossible, but this is the mission required of teachers of Southeast Asian studies in the school. In order to carry out this mission without succumbing to the afflictions of the educational past, one of the teacher's objectives is development of student cognitive empathy for the way of life in Southeast Asia.

To foster cognitive empathy, the elementary and secondary teacher includes in instruction those items of information about Southeast Asian cultures which are equivalent to facts about culture in the United States. Items of information which would be most appropriate for students to acquire can be determined by a survey administered during the first day of instruction about Southeast Asia. On the survey, students would be asked to exercise the inquiry skill of application by indicating which of the following questions they would like to have answered during their study of Southeast Asia:

Is the way of life in Southeast Asian cultures like the way of life in the United States as to:

1. geographic location?
2. climate?
3. land forms?
4. soil?
5. mineral resources?
6. animal life?
7. plant life?
8. population?
9. birth and death rates?
10. racial characteristics?
11. population patterns?
12. style of clothes?
13. jewelry and cosmetics?
14. eating habits?
15. infancy?
16. childhood?
17. adolescence?
18. adulthood?
19. old age?
20. education?
21. good citizenship?
22. law?
23. religion?
24. numbers and measurements?
25. exact knowledge?
26. ideas of nature and man?
27. type of buildings?
28. use of machines?
29. available tools, appliances and equipment?
30. devices for communication and transportation?
31. pattern of settlement?
32. exploitive activities?
33. ownership of property?
34. exchange of goods?
35. organization of the community
36. social classes?
37. the economy?
38. territorial organization?
39. organization of the state?
40. government activities?
41. political behaviors?
42. political leadership?
43. practices in the administration of justice?
44. protection of minority rights?
45. identification of offenses and sanctions?
46. use of armed force?
47. recreational activities?
48. sports?
49. fine arts?
50. entertainment?
51. everyday life?
52. personality?
53. living standards?
54. importance of the individual?
55. nobility?
56. interpersonal relations?
57. customs of marriage?
58. organization of the family?
59. kinship systems?
60. kin groups?

61. attitudes toward sex?
62. attitudes toward reproduction?
63. attitudes towards death?
64. church organization?
65. religious practices?
66. shrines and sacred places?
67. history?
68. language?
69. record of the past?
70. problems of health?
71. sickness?
72. welfare?
73. social problems?
74. war?
75. feeling of superiority of their way of life?

In responding, students could indicate one of the following five choices for each question:

A. This question is one which I would most like to have answered during our study of Southeast Asia.

B. This question is one which I would like to have answered during our study of Southeast Asia.

C. This question is one which I might like to have answered during our study of Southeast Asia, but it is not one which is especially interesting to me.

D. This question is one which I would not like to have answered during our study of Southeast Asia.

E. This question is one which I would least like to have answered during our study of Southeast Asia.

By translating student choices into guideposts for instruction, the teacher has a cognitive map for study of Southeast Asia. Way stations of content on the map are chosen in accordance with the teacher's competence, available materials, and developmental level of the students. By following the map, the teacher provides opportunities for students to grasp the functional correspondence between the cultures of Southeast Asia and the United States. Through this process, the teacher's task can be transformed into a demanding, but not impossible, mission in Southeast Asian studies.

* * * * *

Looking At Cultures: Southeast Asia in a Global Context

James Oswald
University Field Staff
Hanover, New Hampshire

The design of a pedagogical framework, and materials to support its implementation, has been the dual objective of the Intercultural Social Studies Project for Secondary Schools. The project, carried out by the American Universities Field Staff with the aid of a grant from the Institute of International Studies of the U.S. Office of Education, has created and field-tested materials through a network involving one hundred teachers and their students in grades nine through twelve.

Following the research and development phase of the project, the AUFS has produced a series of five teaching-learning packets comprised of Fieldstaff Perspectives. Each packet can be used independently and provides sufficient materials for an average-sized classroom over a period ranging from two to eight weeks, depending upon the grade level and working capacity of the students. Several teachers can share a single packet and one teacher can use a packet with several different classes.

In series, Fieldstaff Perspectives explore alternatives of local, national, regional, continental, and global concepts of society and perceptions of culture. Their design is such that a teacher may guide students through progressively more complex material. A constant emphasis is maintained on skill development--through exercises involving identification, conceptualization, organization, development of hypotheses, and generalization--and on the human factor--through case studies.

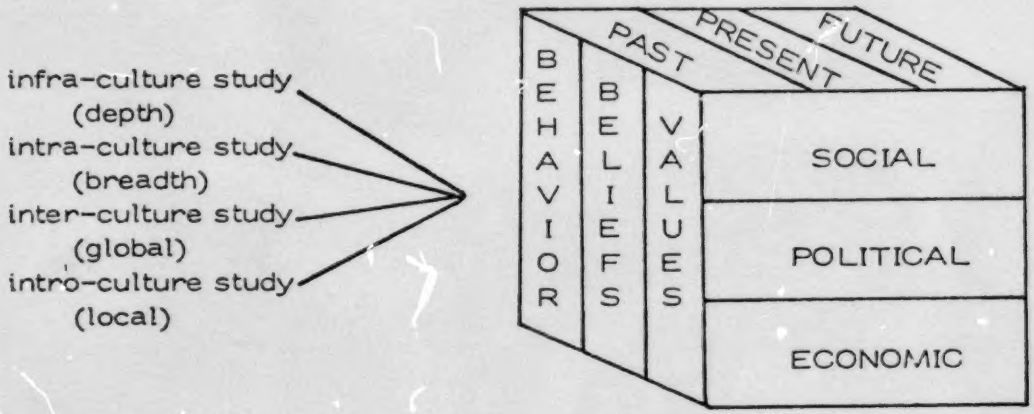
There is a Teaching Guide in each packet with suggestions for a daily lesson plan. Readings, cassette tape recordings, simulation/games, value clarifications, moral dilemmas, map exercises, and numerous other activities provide media reinforcement within each packet of Fieldstaff Perspectives.

Five teaching-learning packets are available for sale, at $49.00 each, delivery included. They are listed below in conjunction with the Culture Study framework from which they are derived.

While no sequence is mandatory, we have suggested a strategy that seems to promote effective use of the materials: MAAK, SEA, AFRICA, URBANIZATION, and LAO. If each packet is used over a six-week period, such

sequencing will constitute a full school-year program. The cost for such an implementation will have been $250 for one or several classrooms.

FIELDSTAFF PERSPECTIVES
A MODEL FOR CULTURE STUDIES



I	Infra-culture (depth)	MAN AT AQ KUPRUK: A Town In Northern Afghanistan
II	Intra-culture (breadth)	SOUTHEAST ASIA: Amidst Diversity Is Unity Possible?
III		PERSPECTIVES ON AFRICA
IV	Inter-culture (global)	URBANIZATION: Cities Around the World
V	Intro-culture (local)	HUMAN CULTURE-HUMAN BEHAVIOR: Looking At Ourselves

Fieldstaff Perspectives deal substantively with people in other cultures. But learning about ourselves--and our relationships with others in the past, present, and future--are equally strong themes underlying Perspectives.

A number of university professors are using Fieldstaff Perspectives as examples to acquaint teachers in training with interdisciplinary approaches to the study of cultures. Both the materials and the methodology in the

teaching-learning packets are unique. But they are neither difficult nor exotic. Experience using Perspectives may contribute also to a teacher's overall teaching capability. The fact that Perspectives' readings range in difficulty from a grade three to a grade twelve level, for example, is an aid to teachers in ascertaining ability and interest among students.

Published by the American Universities Field Staff, and developed by Dr. James M. Oswald and Manon L. Spitzer, and others, Fieldstaff Perspectives have been designed to help teachers and aid students in understanding the human condition.

The American Universities Field Staff distributes Fieldstaff Perspectives for secondary Schools, Fieldstaff Reports for universities, and AUFS Documentary Films on Afghanistan, Kenya, Bolivia, Taiwan, and China for educational use at any level. AUFS headquarters are at 3 Lebanon Street, Hanover, New Hampshire 03755.

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Teaching About Southeast Asia to Freshmen in High School

Elizabeth A. Byrne
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Of all the problems that arise when trying to teach about Southeast Asia (or any region for that matter) to freshmen in high school, I have found three that seem basic to me. The first difficulty comes in trying to develop sufficient background in subject matter. The second problem occurs in the choice of and development of a rationale or framework within which to present the subject matter. The third and least difficult problem is to develop effective and innovative teaching techniques to use within your framework. I think it is obvious that the second two problems are deeply interrelated and must be solved with an eye to both.

Teaching about Southeast Asia to freshmen can be one of the most difficult and frustrating tasks that a social studies teacher faces. In most school systems the course of study that includes Southeast Asia (Afro-Asian Cultures) is given to the rookie teacher--the teacher with the least practical classroom experience and all too often the least education in the field of Afro-Asian cultures. I was not exactly in this situation when I walked into my first Afro-Asian cultures class, because I had a smattering of training

in the area. Another significant factor which made my job easier was that this was the course I wanted to teach the most. The satisfaction of teaching the course you wish will not, however, suffice to overcome either a lack of competence in your subject matter or the frustration that can come from not handling the course effectively. The educational dictum now popular that you can "teach anything at any grade level" falls apart if you do not know your subject matter or if your choice of a framework for the subject is not an apt one. I suggest that you skip the Master's in Education, which most teachers will agree is the least valuable degree to obtain, and concentrate on getting into a Master's program in the area in which you are teaching. This may be difficult because many colleges and universities still do not see the value of offering such "third world" programs for secondary school teachers on a part-time basis. Even if it is impossible to get into a Master's program in your specialty, it is usually possible to pick up a couple of elective courses that will be acceptable in any program. History, sociology, anthropology and philosophy courses are very beneficial. Art courses and literature in translation courses can also be extremely valuable. If, for some reason, none of these avenues are open to you, there is always the possibility of self instruction. Regardless of whether or not you are in an academic program, much of your understanding of the subject matter will come from the readings you do on your own. I would suggest that you start developing a library on one particular region such as Southeast Asia. From there you can go on to collect books on the other regions you may be required to teach (Near East, Middle East, Africa, etc.). At the end of this article you will find a basic list of introductory books that I have found helpful in teaching about Southeast Asia. These books are valuable in that they introduce you to the major themes of Southeast Asian cultures and they all have good bibliographies to take you on to bigger and better things.

The second problem to overcome when teaching about Southeast Asia deals with developing a framework or rationale for handling the subject matter. In a course primarily designed for teachers at the State University of New York at Buffalo, but with implications for teachers in many other situations Southeast Asian Professor John A. Larkin presented a possible rationale for teaching Asian cultures on the high school level. He operates from the premise that we can merely introduce Asia and Africa at this age level and that we must do so as efficiently and as innovatively as possible. His rationale centers around the asking of three broad questions in the examination of any culture: (1) How does man cope with his environment? (2) How does man deal with his fellow man? and (3) How does man cope with the unknown? In regard to Southeast Asia, dealing with the first question means basically talking about peasant societies in the tropical world, that is, people who live pretty close to subsistence and fill their day with the

gathering and preparation of food. Climatic conditions and their effects as well as the various forms of farming, fishing, hunting and gathering should be explored. Monographs are excellent sources for this purpose. The examination of man's environment leads to social, political, economic and religious ramifications. How man deals with man is the second question and this can be examined on many levels. Man and the family is the primary level and much attention should be given to it. Role and kinship patterns of the family affect economics, politics and other social spheres.

After examining the family one could focus on colonial history to examine the roles of the two cultures involved and the outcome of such an involvement (advantages and disadvantages). Another level could be the examination of the political and economic structure through the use of an in-depth village study. This produces a microcosm effect and is an excellent way of viewing the roles of the various communities to each other or the role of nationalistic feelings. Finally urban patterns could be examined as a world wide dilemma. One city in Southeast Asia as a case study will provide students with a framework to compare other cities around the world. The third question to be answered in this rationale deals with the unknown. This not only includes major religions but also myth, legend, magic, superstition and animistic religions. In dealing with formal religions, four major questions should be asked: (1) Why did these religions originate? (2) What are the social practices of these religions? (3) What are the social controls of these religions? and (4) What do these religions mean to the individual in the culture; what do they offer him that he needs?

This rationale can be used in toto for dealing with a general survey of Southeast Asia or can be used by sections for dealing with specific courses such as Asian Religions (man and the unknown) or Asian Arts (man and man, man and the unknown). The rationale is valuable in that it provides the necessary framework to illuminate the interrelationships of a culture.

The last problem in teaching about Southeast Asia really becomes the easiest to deal with once the first two problems are taken into hand. Teaching techniques are quite varied in today's education. The techniques that you are most comfortable with are the ones that will probably be most successful. Of course, I don't mean assigning a chapter a week from a textbook and using the questions at the end of the chapter for a quiz! That is not a teaching technique; anyone off the streets could "teach" a class that way. The employment of visual aids can be extremely useful. A film strip, a video tape, a short film or even a series of still slides and photographs can stimulate the investigation of many topics. I personally prefer slides and

pictures from which the students can make deductions as to what is happening and why. "National Geographic" is a good source for such pictures. Simulation activities are also good. You can have your students simulate religious activities, economic, political and social practices and then analyze what they did and why. Employ art, music and literature as sources for examining the values of a culture. A few pictures, a short story or a poem can be a springboard for a variety of topics. Even lectures come alive when you know enough about what you are lecturing to give it life.

A good way to evaluate student understanding of a topic is to have the students assume they are members of the society studied and write a letter describing their life to a person in the United States who knows nothing of that culture. Students enjoy such an activity and the activity is very revealing to the teacher in analyzing student conceptions and misconceptions.

In closing I can only re-emphasize the need to know what you are teaching and why it is important for the students to learn it. Your students will be the first ones to detect your proficiency in the subject matter and also the first ones to challenge its "relevance". The above rationale provides for a universal inquiry framework that I feel is viable. The students not only learn about Southeast Asia but also begin to question and analyze their own culture. Not every detail of Southeast Asian culture can be covered this way, but that is not important. What is important is to introduce the students to a flavor of Asian lifestyles and to give them a feeling for what it is to be Southeast Asian as compared to what it is to be American.

Introductory Books on Southeast Asia

1. Hill Farms and Padi Fields, Robbins Burling
2. Burmese Family, Mi Mi Khaing
3. The Tropical World, Piere Gourou
4. Theravada Buddhism in Southeast Asia, Robert C. Lester or
5. Buddhism, Its Essense and Development, E. Conze
6. The Golden Road to Modernity, Manning Nash
7. Village in Vietnam, Gerald C. Hickey
8. Political Systems of Highland Burma, E.R. Leach
9. Man, State and Society in Contemporary Southeast Asia, Robert O. Tilman, Editor (a thick book of readings)
10. Case Studies in Cultural Anthropology, George and Louise Spindler (there are six different studies on Southeast Asia)

Classroom Books

1. Family of Man, Edward Steichen (a photographic essay)
2. We the Burmese, Helen N. Trager, Ed.
3. We the Vietnamese, Francois Sully, Ed.
4. Customs and Cultures of Vietnam, Ann Caddwell Crawford
5. Village Life in Modern Thailand, John E. de Young
6. Southeast Asia, Life World Library, Stanley Karnow, Ed.

Audio Visual and Simulation Sources

1. Southeast Asia, Encyclopedia Britannica (7 sound film strips)
2. Southeast Asia: Amidst Diversity is Unity Possible? (a kit which includes tape recording, simulation activities and readings).

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The Program at Loyola
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Chicago, Illinois

Loyola University of Chicago has had a program in comparative-international education for six years. The program is offered by the Department of Foundations of Education. While students meet the requirements for the masters degree and doctors degrees of that department, they may concentrate in comparative-international education. Courses available for the concentration include:

Comparative Methdology in Comparative-international Education
Comparative Education in Western Cultures
Comparative Education in non-Western Cultures
International Education
Field Study in Comparative Education
Seminars in Comparative Education

Of most interest to educators in Southeast Asia is "Comparative Education in Non-Western Cultures." This course has been emphasizing education and societal problems in India and Thailand and has been taught by

a team of professors who have had professional study and field experience in those countries. The comparative analyses of the two national systems have stressed socio-economic factors, historical and political development, and religious and intellectual factors. Class experiences have included lectures, discussions, readings, audio-visual materials, and student projects.

Some special studies in the program include:

Developing a model for bilingual-bicultural education programs in Thailand
The administrative processes in the Thai Educational bureaucracy
Current problems and developments in Thai Education
The Chakri reformation and the development of educational bureaucracy
Trends and problems in Thai Teacher Education
Problems in organizing for the supervision of schools in Thailand
Politics in the emergence of modern bureaucracy in Thailand
The Social-Cultural Context of Thai Education
Economic factors influencing education in Thailand
A history of education in the Kingdoms of South India prior to British occupation
An analysis of Robert Ulich's concept of international education
A study of Tagore's concept of international education
An analysis of the teaching of foreign affairs
An analysis of the idealistic aspects of foreign affairs instruction
The modernization process in India as it affects education
Modernization and the Red Guard in Communist China
An analysis of Confucian educational theory
Social class mobility in international Education
Creation of elites in Southeast Asian Education
Education and Society in India and Thailand

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A Grad Student's Perspective
Diana Wood
Graduate Student
Carnegie-Mellon University

At present, I am completing a curriculum dissertation, "Alienated Chinese Intellectuals 1500-1968," as part of the Doctor of Arts program at CMU. Such a dissertation consists of a half-semester's college course

and includes all the materials to be used by students (including slides and other visuals), as well as detailed instruction to students and instructor and descriptions of anticipated classroom procedures and responses. Also required are a separate rationale for the conceptual structure and methodology of the course, a bibliographic essay which reviews the historiographic issues and scholarly works on the topic, and an evaluation chapter which reports results and suggests revisions after teaching approximately twelve hours of the materials in a college course.

My reason for contributing to the SEARC Newsletter lies therefore within the area of the "second activity" proposed by Paul Pedersen in his report of May 1, 1973: "Innovative methods for delivering that expertise [re: SEA] . . . could be worked out between Southeast Asianists and educators with training in a wide range of teaching methods." After twelve years of secondary and college training, CMU training, and some consulting work, I feel reasonably qualified to contribute as an educator within that "second activity."

During the Boston AAS meeting and later by telephone Dotty Guyot and I discussed several times the five campus summer institute in New York (I think her contribution to this newsletter will describe it), and it seemed a good example of fruitful collaboration between a SEA specialist and a more education-oriented person.

As to specific suggestions for projects, I'd offer the following rather amorphous ones.

1. A secondary school curriculum project, consisting of a four-week unit for grades 10 and 11. Paul suggests that some money may be available, but I would need 1-2 SEA people to collaborate with. Jim Oswald's AUFS unit on SEA provides one ambitious example, and includes many varied materials.

2. A model for teacher training institutes based on Dotty Guyot's experience if other states or cities are interested. A teaching team drawn from this SEARC group might implement such programs.

I hope that despite my content specialization in China rather than SEA there may be ways that my background in course construction, and innovative teaching approaches, and experience with secondary education may be useful within the SEARC group.

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Folktales and the Study of Southeast Asia

Norman Geschwind
Pacific and Asian Affairs Council

A delightful and informative way to begin the study of Southeast Asia is through the study of its folktales.

In the introduction to Philippine Folk Tales,[1] the authors suggest that folktales serve five basic purposes. They provide for group unity; smooth the rough edges of the rules that make group life possible; serve as a safety value--provide an outlet for social protest; embody useful lessons of behavior through examining the value assumptions of these folk traditions and finally offer emotional release from the harsh realities of life. Thus the opportunities are very rich for a teacher to explore the many facets of a culture through folktales.

A teacher approaching the study of Vietnam can compare and contrast folktales of North[2] and South Vietnam.[3] What folktales do they share? Is there a different emphasis?

The first English translation of folktales of Cambodia offers a glimpse of the Khmer tradition.[4] The first folktale in the 62-page collection is a gem--it is the story of a greedy family and provides rare insights into the Cambodian values and behavior.

The Cinderella story is undoubtedly one of the more popular folktales in the world. More than 1000 variants of the story have been discovered. Two of these variants--from the Philippines[1] and Vietnam[3]--can be compared. One discovers, for example, that in the Philippine version Maria (Cinderella) meets the prince at church; in the Vietnamese version Tam (Cinderella) meets the king at the Mid-Autumn Festival. These variants can in turn be compared to the Chinese version which appears in Folktales of China edited by W. Eberhard.

The Clever Mouse-Deer[5] is a hero in many Southeast Asian tales. Many of these tales can be presented in dramatic form, with students taking different parts. One of the most enjoyable tales deals with the "power" of chili peppers and is entitled "Fruit for a King." A companion pamphlet to the Clever Mouse-Deer is Malayan Fables.[6] Many stories here focus on Islam and introduce the student to the shared religious stories of another tradition. Two items from Thailand, Tales from Old Siam[7] and Thai Fairy Tales,[8] give insights into the Thai tradition, particularly the influence of Buddhism.

Finally, let me mention a valuable anthology, Tales from Eastern Lands,[9] which includes folktales from all over Asia. One folktale from Indonesia on the origin of Minangkabau, a region in Sumatra is particularly enjoyable.

The entire range of the traditions of Southeast Asia can be found in the folktales of the region. It is a simple yet most revealing approach of a most important but often times neglected region.

Notes

[1] Philippine Folk Tales, ed. by G. Aquino, B. Cristobal, D. Fresnosa, Alemar-Phoenix Publishing House, Quezon City, Philippines, 1969.

[2] The First Mosquito and Other Stories, Foreign Languages Publishing House, Hanoi, 1958.

[3] Land of Seagull and Fox--Folktales of Vietnam, collected and retold by Ruth Q. Sun, C.E. Tuttle Co., 1967.

[4] Mr. Basket Knife and Other Khmer Folktales, translated by Anthony Milne, George Allen & Unwin Ltd., London, 1972.

[5] Clever Mouse-Deer, Borneo Literature Bureau, 1964.

[6] Malayan Fables, by Ann Parkinson, Donald Moore, Singapore, 1956.

[7] Tales from Old Siam, ed. by W.A.M. Urquhart, Progress Publishing Co., Bangkok, 1953.

[8] Thai Fairy Tales, by Margaretta B. Wells, Church of Christ in Thailand, Bangkok, 1965.

[9] Tales from Eastern Lands, retold by Kala Thairani, Allied Publishers, Bombay, 1968.

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Project Proposal:
Humanistic Study in Southeast Asia

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Chairman, Southeast Asian Studies
University of Hawaii

Project Description

A. Purpose:

The project aims to make generally available the now-virtually-unknown riches of Southeast Asia in philosophy, history, religion, ethics, art, and belles lettres through the translation of writings by Southeast Asians. Selections will be made both from outstanding contemporary writings--essays, editorials, fiction, poetry--and from traditional works of enduring value. Some of the works translated will be submitted for publication in existing journals; others will be issued in a journal to be entitled Writings from Southeast Asia. (Production costs of this journal are not, however, included in the request for support by the National Endowment.)

The audience for the writings will include scholars of Asia and the humanities, students, and the interested public. Scholars and students will gain access to materials from a wide array of languages (Thai, Burmese, Cambodian, Lao, Vietnamese, Tagalog, and Malay/Indonesian) that no one scholar is master of. Teachers with little or no background in Southeast Asia will be able to draw upon reliable materials for classroom use and study. The range of translation will be broad enough to appeal to anyone who is seeking insight into Southeast Asian approaches to man and his place in the world.

B. Significance:

The project has both short-term and long-term significance. In the sphere of the immediate, the Southeast Asian region is a "headline" area, an area of considerable interest on the international level. Millions of words have been written recently on the area. Almost all of these words are about current political and economic problems. Almost all have been written by Westerners. It is time, certainly, to learn something of how the Southeast Asian sees himself (or, more precisely, how the Indonesian, the Burmese, the Thai, the Cambodian, the Malay, the Lao, or the Filipino views himself). And no one is better qualified to represent his views than

the Southeast Asian himself. The literature in Western languages on the Southeast Asian's large view of life in areas such as philosophy, religion, history, and the arts is extremely sparse. And yet without an appreciation of the Southeast Asian's humanistic view his particular economic or political concerns cannot be seen in proper perspective.

The long-term significance of the project lies in the contribution the humanities in Southeast Asia can make to humanistic study in general. Humanism and the humanities began in the search for man's meaning in cultures not his own, in the Renaissance break with parochialism. This tradition was continued and broadened when the stimulus of the arts and letters of China, India, and Persia enriched the thought of Voltaire and Kant, of Emerson and Thoreau. Southeast Asia remains even today virtually terra incognita in terms of humanistic exploration. The main reasons for this lack undoubtedly are the relative newness of the area in terms of outside interest and the assumption that little worthwhile was to be discovered in an area whose cultures seemed overshadowed by those of India and China. But the work of the relatively few humanists that have become interested in Southeast Asia reveals a region with a long history of civilization and unique cultures that are by no means replicas of those of India or China. (Angkor Wat, the twelfth-century monument in Cambodia, for example, although Indian in style, bears the unmistakable impress of Khmer genius and could not be mistaken for an Indian temple.) There are literary riches in philosophy, religion, history, ethics, and belles lettres that remain undiscovered outside the region. And this humanistic tradition is yet alive; it has contemporary relevance; it is the basis for outlooks of today, literatures of today. This humanistic treasury deserves broader attention not only for what it will reveal about the ethos, ideals, and aspirations of a significant portion of mankind but also for the stimulus it may well provide to men world-wide for the better understanding of themselves.

C. Expected Result:

The selection and translation of a representative body of literature will be the main task of the project. This work will start immediately on the inauguration of the project. Southeast Asian scholars at the University of Hawaii will supply titles of valuable materials they are now familiar with.

An example of the kind of material that will be considered is a fine quarterly periodical in Thai, Sangkhomsat Parithat, whose pages include a number of articles, poems, and stories that deserve to be better known by Western readers. In one recent issue (March-May 1971) there were

articles on "Interaction between the City and Rural Areas," "Views on America," "The Role of the State and Higher Education," "The Approach to History," and "Kaloh" (a musical band that performs for formal ceremonies in southern Thailand) and a free-verse poem entitled "Men and Buses."

In addition to periodical articles, there are a number of book-length compositions--memoirs, biographies, novels--of great value that could be translated and issued in parts. In this category would be such works as Si Phaendin (Four Reigns), a historical novel by a leading Thai writer and intellectual, Kukrit Pramoj, which tells its tale against the background of events and social changes during the late nineteenth century and early twentieth century in Thailand. Another key work in this area would be Letters Written in Blood from Abroad by the famous Vietnamese scholar Phan Boi Chau, who was an expatriate nationalist through the most active years of his life. These and many other important works that reveal the innermost thoughts of Southeast Asians have never been translated. Such works are well known to the Southeast Asia audiences for which they were written, and some have been extremely influential, have profoundly affected the hearts and minds of their audiences. Yet very few individuals outside the vernacular audiences know them or know of their impact.

There is no question that a significant volume of valuable materials is available, that its usefulness in helping Westerners to understand Southeast Asian minds and cultures is great.

As the translation work proceeds, useful by-products in the form of lists and bibliographies will also be produced. A list of relevant journals and periodicals from which valuable materials can be expected will be prepared. This task will not be excessively difficult or time-consuming. General lists of periodicals in Southeast Asian vernaculars are available for many countries; for others the area specialists at the University can fairly readily supply lists.

The preparation of a bibliographic index of articles will be another step. This work will consume some time, but it will be fairly routine in character. The most important of the periodicals that contain articles on the humanities will be systematically surveyed, the articles indexed. The bibliography of current Southeast Asian writings that will result from this work will to a degree take up where the Bibliography of Asian Studies leaves off, since the AAS Bibliography cites relatively few resource materials in Southeast Asian vernaculars. This continuing bibliography would be a valuable research tool in itself and would be made available to interested scholars.

D. History:

Preliminary work on some translations has begun in order to assess the feasibility of the project. Translation have been or are being prepared from Thai, Chinese, and Indonesian in the areas of history and religion. The plan is to prepare a "sample" of journal length during the spring and summer of 1972.

The projected series of translations in the Southeast Asian humanities has no contemporary parallels. Individual scholars issue translations on occasion, but these emerge sporadically, infrequently. One noteworthy translation series, the Cornell Modern Indonesia Translation Series, is devoted almost exclusively to political issues. The project the University of Hawaii seeks to inaugurate will, then, fill an almost total vacuum and answer a continuing need.

E. Plan of Work:

The project administrator responsible for project personnel and overall direction of the project will probably be the Chairman of Southeast Asian Studies at the University of Hawaii. He will be assisted by the seven members of the Southeast Asian Studies Committee functioning as an Advisory Board. The Advisory Board will thus represent all important areas in Southeast Asia and a variety of disciplines.

More immediately associated with the project will be an Editorial Board made up of Southeast Asian area specialists at the University who are involved in study of the humanities and who possess particular abilities in Southeast Asian languages. The Editorial Board will have fourteen members. Its functions will be to recommend titles for translation, to evaluate specific suggestions for translation, and on occasion, to offer translations of the sort the project seeks to sponsor.

All of the prospective members of both Boards have indicated that they strongly support the project. A number of students have also indicated interest in the project and willingness to support it.

It should be noted that the number of faculty members at the University of Hawaii who are able to advise and support the project is particularly large and covers an extraordinary range of disciplines and geographic areas in Southeast Asia. The project is viewed as one that will satisfy a national (indeed, international) need. The special Southeast Asia strengths at the University of Hawaii make the University particularly qualified to accomplish the project's aims.

Assurance of support from individuals outside the University has also been forthcoming. It is expected that scholars in the United States, Europe, and Asia will welcome the project, and many will be able to make valuable contributions in the form of translations and suggestions for translation. Cooperation of Southeast Asian writers and publications has already been informally assured.

The administration outlined above will make the key decisions on the project and ensure that the project maintains its primary objectives.

The staff of the project itself will be small and will carry through the search for materials, the indexing, the bibliographic work, and the translating and editing of most materials. For these tasks the following staff is planned:

Project Director, who will oversee the day-to-day operations of the project, assist in the translation work, and edit materials for presentation in final form.

Translators, equivalent to one position, who will make recommendations on materials and will translate those materials considered most valuable. The translators should represent the various language areas of Southeast Asia, and translator positions should be rotated among language experts so that adequate coverage can be maintained. Since the coverage aim is not "current events" but rather traditional and contemporary culture, it will not be necessary to have experts on all Southeast Asian languages present on the staff at all times.

Graduate Assistants, two half-time positions, to serve as research and translation aides.

Secretary and Bibliographic Aide, who will provide the essential secretarial duties for the project and maintain the bibliographic files.

Contract Translators, who will be hired to translate specific works that cannot be handled by the regular staff.

Consultants, who will supply, on occasion, special advice or assistance on particular translations to supplement the expertise of regular faculty or staff members.

The project is seen as filling a continuing need and therefore has no termination date. The grant from the National Endowment would be used to inaugurate the project, prove its feasibility, establish the mechanism of operation, and develop the audience. In the period covered by the grant, which it is hoped can be extended to five years, the product should be the equivalent of two volumes of translations per year at the very minimum.

F. Funding:

Planning for the project thus far has relied exclusively on services donated without compensation by University faculty.

In addition to the National Endowment, other sources of support will be sought. The project has been briefly discussed with representatives of the Association for Asian Studies, the American Universities Field Staff, the Institute for Southeast Asian Studies (Singapore), and the Ford Foundation (Bangkok) with a view toward getting additional financial support, particularly for publication costs. The possibilities for additional funding, or even matching funds, are good; they would be considerably advanced, of course, if the basic support for the translations were to become available through the National Endowment.

It is hoped that the products will gain an audience sufficiently large to provide an element of fiscal strength to help defray costs of publication and of at least some of the services rendered. The project does not aim for "commercial" success, but it is expected that demand will provide some monetary support.

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Availability of Topics in Culture Learning

Volume 2 of Topics in Culture Learning is available at no charge from the Culture Learning Institute at the East-West Center. The volume contains twelve articles related to the Institute's four areas of research interest, "Cultures in Contact," "Language in Culture," "Cultural Identity," and "Thought and Expression in Culture Learning." The articles also examine one or more of these four themes which transcend the four research areas: learning one's own culture; learning about another culture; formal educational programs designed to teach one's own culture or about another culture; concepts and issues central to educational programs involving culture learning. Articles are aimed at the general reader rather than to a specialist in any one discipline.

Project Proposal:
Collection and Distribution of Fugitive Materials On
Southeast Asia for Use in Secondary Schools and
Teacher Training Institutions

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Purpose

Much of the material about Southeast Asia is available in conference papers, reports and unpublished drafts of articles as well as publications with a very limited circulation in the U.S. and Southeast Asia. These articles have been available only to persons in the U.S. and Southeast Asia through a widespread network of informal personal relationships with colleagues producing these materials. Other materials such as honors papers and theses, are only available in the university libraries of Southeast Asia in single copies. This proposal would seek to selectively retrieve and reproduce fugitive materials for distribution through the Educational Resources Information Center (ERIC) system in microfiche. ERIC provides an inexpensive conduit for reproducing fugitive materials with a specialized focus on a broad range of topics making them easily available throughout university libraries around the U.S. While these materials will be of benefit to all levels of students and faculty interested in Southeast Asia, the special focus will be on materials for secondary schools and teacher training institutions.

Site

The Culture Learning Institute, East-West Center, Honolulu, Hawaii is being suggested as the site for this project for several reasons. Staff with expertise on Southeast Asia are already readily available as resources in the preparation and assessment of materials, other resource persons pass through Hawaii frequently en route to and from Southeast Asia, a considerable collection of materials is already available through local resources, and the Culture Learning Institute would provide working facilities for the person directing this project. The scope of this project fits the purpose for which the Culture Learning Institute was organized, thus providing mutual advantages both for the project and CLI in working together.

Personnel

We are suggesting that a well known Southeast Asian librarian be selected to direct this project. The candidate would have to be well known among colleagues both in the U.S. and Southeast Asia, have the necessary expertise in identifying fugitive materials, be highly qualified to evaluate and select valuable articles from the fugitive materials in a broad range of topics, and would provide the insights of a Southeast Asian point of view to the curriculum selection. In addition to selecting fugitive materials, the candidate would be asked to identify authors for a series of monographs that would survey literature more readily available on special topics of Southeast Asian scholarship grounded in other disciplines as well, from a sociological, political, psychological, geographical and economics point of view. The monograph authors would provide a means for the coordination of Southeast Asian educational resources in a range of disciplines.

Method

The Educational Resources Information Center system provides an inexpensive conduit for making these materials widely available to educational institutions. Materials selected for distribution would be prepared for submission to ERIC in one clean black type copy which would be photographed and distributed as part of the ERIC microfiche collection for $.50 or less a copy. In discussion with Dr. Joel Burdin from ERIC the suggestion was made that a series of monographs from 50 to 100 pages long be prepared on selected topics surveying and annotating additional resources available to the reader. Each monograph author would be paid a token honorarium and be granted an additional secretarial allowance. Papers presented at national and regional meetings of the Association of Asian Studies might in some cases fit the needs of such a series, drawing from a panel of papers on a particular topic. These materials could be available through ERIC again for about $.50 or less a copy.

I have discussed these arrangements with Joel Burdin from ERIC over the last three years in connection with my duties as Chairman of the Committee of Education and Professional Development Committee of SEARC. These costs would however be subject to confirmation by ERIC if the concept of this proposal is approved.

Schedule

The first stage is preparation of this proposal, identification of costs and personnel to manage the project.

The second stage will be to secure approval through CORMOSEA for funding this project so that secure commitments can be made with the candidate and other resource persons at CLI and ERIC.

The third stage will be for the candidate to assemble materials through his sources in Southeast Asia that could be reproduced and distributed through ERIC. He might also select possible authors for the monographs, to include both Southeast Asians and U.S. nationals. In order to assemble the necessary fugitive materials the candidate would have to visit the educational centers of Southeast Asia en route to the Culture Learning Institute.

The fourth stage will be for the candidate to join the Culture Learning Institute as a Senior Fellow for a period of six months. During that time his primary task will be to assemble fugitive materials from Southeast Asia and the U.S. He will also be supervising the writings of resource monographs by authors to coordinate the range of materials already available. At the end of his six month fellowship, the project should have produced a large quantity of materials for reproduction through the ERIC system and have completed a series of monographs coordinating materials in a broad range of disciplines about Southeast Asia.

The fifth and final stage will be the dissemination of these materials through the ERIC system to subscribers for use in teacher training courses and secondary education as well as other levels in our educational system.

Outcome

This project's outcome will deal with two pressing problems in the field. First, it has become increasingly difficult to publish articles and books that do not guarantee a great demand but which are essential to a smaller audience of buyers. The cost of publication has driven book prices higher and limited the capacity of publishers to consider new materials. This proposal offers an inexpensive alternative to insure that otherwise fugitive materials on Southeast Asia can still be made available throughout our educational system. Second, there is a need for coordination of the vast amounts of materials which are already available. At present, there is no coordinated clearinghouse for materials on Southeast Asia that surveys the field from a multidisciplinary point of view. The imprimatur of SEARC would guarantee authenticity of the materials selected and prepared for distribution so that persons subscribing to this system could be confident in their selection of materials for teaching about Southeast Asia in the classroom. Fugitive materials provide a considerable under-utilized resource for education about Southeast Asia in an educational era of tight budgets where we can scarcely afford to waste resources.

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THE SUMMER 1974 INSTITUTE ON ASIA FOR SECONDARY SCHOOL TEACHERS

Dorothy Guyot

This is the preliminary outline for five days of a five-week institute. The credits are structured three for the class, which deals with substantive material on Asia, and three for the seminar which deals with teaching about Asia to secondary school students. The evaluation of learning for the class will be an examination each Friday. The evaluation of work for the seminar will be of a term project, preferably the designing of a module for one's own high school class.

DAY 1 NATIONAL LEADERSHIP

Readings: Sukarno, "The Pantja Sila" excerpt from his extemporaneous speech of July 1, 1945; S. Takdir Alisjahbana, "Sukarno--Promoter and Impediment" in Indonesia: Social and Cultural Revolution. London: Oxford University Press, 1966; Lee Kuan Yew, AUFS How to win in a clean sweep; Hugh Tinker, "The Broken Backed State" in his Re-Orientations. New York, Praeger, 1966.

In class: The different bases of power, goals and achievements: 1) Charisma, 2) Military rule, 3) One party rule; The Broken Backed State--a slide presentation.

In the seminar on teaching: Introduction to and utilization of teaching materials prepared for secondary schools; American Universities Field Staff (AUFS), Southeast Asia: Amidst Diversity Is Unity Possible? 1974, a multi-media module for a month's study; M. Ladd Thomas, Southeast Asia, in the Cultural Regions of the World Series. Toronto: The Macmillan co., 1970; Seymour Fersh, Cultural Regions of the World Series: A Guide for Teachers. New York: Macmillan, 1973.

DAY 2 SOCIAL STRUCTURE

How are Southeast Asian societies similar to and different from our own?

Readings: Boonsanong Punyodyana, "Social Structure, Social System, and Two Levels of Analysis: A Thai View" in Hans-Dieter Evers, ed. Loosely Structured Social Systems: Thailand in Comparative Perspective. New New Haven: Yale University , Southeast Asian Studies, No. 17, 1969; Carl Lande, "Networks and Groups in Southeast Asia: Some Observations on the Group Theory of Politics" in American Political Science Review, March 1973; Francis Fitzgerald, Fire in the Lake, chapter 1, "States of Mind." Boston: Atlantic-Little, Brown, 1972.

In class: 1) Importance of traditions, 2) Importance of status. What explanations can you give Punyodyana's examples? 3) Strength of personal ties--examples of networks and alliances.

In the seminar on teaching: 1) Role playing on network relationships, 2) Using Punyodyana's examples for situations of student choice, 3) Imaginary commentaries from Vietnam and Thailand on an American old folk's home.
Reading for the seminar: Khamsing Srinawk, "A Nation of Children in Cages" in Jo Ann White, ed. Impact! Asian Views of the West. New York: Julian Messner, 1971.

DAY 3 THE DRIVE FOR ECONOMIC DEVELOPMENT
Readings: Hla Myint, "The Inward and Outward-Looking Countries of Southeast Asia" in his, Economic Theory and Underdeveloped Countries. London: Oxford, 1971; Eliezer Ayal, "Value Systems and Economic Development in Japan and Thailand" in Robert Tilman, ed. Man State and Society in Contemporary Southeast Asia. New York: Praeger, 1969; Gordon Temple, an article on the economics of becoming a pedicab driver; Stephen Chee, "Malaysia and Singapore: The Political Economy of Multi-Racial Development" in Asian Survey, February, 1974.
In class: Government strategies for development; Cultural values.
In the seminar on teaching: Application of the network relationship (Lande article) to economic relations; Use of the AUFS Materials.
Readings for the seminar: AUFS materials on entrepreneurship, games of profit and korupsi.

DAY 4 POLITICAL SYMBOLS: INDONESIA
Readings: Ben Anderson, "Mythology and the Tolerance of the Javanese." Ithaca: Cornell University, Southeast Asia Program, monograph; Ben Anderson, "Indonesian Political Communication," a paper delivered to the Congress of Orientalists, 1973; Swarno Djaksonagoro, "The Spirit a Leader Must Have" (1959) in Herbert Feith and Lance Castles, ed. Indonesian Political Thinking, 1945-1965. Ithaca: Cornell University Press, 1970. pp. 196-198.
In class: Film on wayang kulit; Tradition as a source of meanings.
In the seminar on teaching: Comparison for countries of Southeast Asia of flags, national songs, party emblems, political cartoons.

ALTERNATIVE DAY 4 POLITICAL SYMBOLS: THAILAND AND BURMA
Readings: Emanuel Sarkisyanz, Buddhist Backgrounds of the Burmese Revolution. The Hague: Martinus Nijhoff: 1965. Chapter 27 on U Nu's Buddhist socialism or other of Sarkisyanz's writing; Melford Spiro, Buddhism and Society. New York: Harper and Row, 1970. Chapter 19 "The Buddhist Weltanschauung and the Burmese Social System;" Michael Moerman, "Ban Ping's Temple: The Center of a 'Loosely Structured Society' in Anthropological Studies in Theravada Buddhism. New Haven: Yale University Southeast Asian Studies, No. 13, 1966; On political meanings in Thailand, a reading to be selected.

In class: Buddhist art, slide presentation selection from the video tape of U Nu tradition as a source of meaning.
In the seminar on teaching: Comparison of Southeast Asian flags, national songs, party emblems, political cartoons.

DAY 5 STUDENTS IN POLITICS

Readings: Jeffrey Race, Thailand 1973: "We Certainly Have Been Ravaged by Something" in Asian Survey, February, 1974; Writing and speeches by students in Indonesia and Thailand.
In class: When and why students are influential in politics; Week exam, an objective test to be scored immediately and discussed.
In the seminar on teaching: What questions do you think your school students will have for their peers in Southeast Asia?; The pen pal project.
Conferences: individual review of progress on the seminar projects.

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SEARC NEWSLETTER SPECIAL EDITION

Statement of Purpose

This special issue of the SEARC Newsletter grew out of two mailings to about fifty persons producing materials about Southeast Asia suitable for secondary education. Some citations include books, visual aides, classroom activities and simulations. Some items focus on Asia as a whole but most materials emphasize Southeast Asia. Some items describe what educators in Asia are teaching themselves about Southeast Asia. All of the items were selected to stimulate more interest for teaching about Southeast Asia in U.S. secondary schools. There are several ways in which you can respond to the ideas in this Newsletter. You can write the editors to express your interest and form the nucleus of a mailing list. You can join the Association of Asian Studies for $20 ($10 for full-time students) a year by contacting the Business Manager at Lane Hall, University of Michigan, Ann Arbor, Michigan 48104. You can contact individuals mentioned in this issue who share your interests and problems. You can apply some of the ways suggested in this issue to teach more about Southeast Asia in your own classrooms. Finally, you can pass this issue on to someone else who might be interested when you are through with it to enlarge the pool of persons sharing a concern for the quality and quantity of teaching about Southeast Asia in U.S. secondary schools.